

**Name:**

**Teacher:**

**Form:**

# **English Language**

## **Paper 2**

# **Writing**



**25% of your English Language GCSE grade**

# Paper 2 Writing Section

## How long do I have?

45 minutes to plan, write and check.

How much written will vary from student to student—but you should aim for write at least 1½ sides minimum.

## What kinds of tasks will I be asked to complete?

The table shows the types of **purpose** for the writing. The *topics* could be anything at all!

Write to explain	Write to argue	Write to persuade	Write to instruct/advise
Explain what you think about...	Argue the case for or against the statement that...	Persuade the writer of the statement that...	Advise the reader of the best way to...

The **audience** will vary—but will ask you to write in a formal style, using language impressively rather than in a causal, chatty way.

The range of **forms** could include:

- letters to individuals and/or newspapers
- articles for newspapers and magazines
- text for a leaflets
- text of speeches
- essays

## What kind of layout should I use?

The examiners are **MASSIVELY** more interested in your language use than your layout.

However, there are some features of layout and structure they would expect.

letter	article	text for leaflets	speeches	essays
<ul style="list-style-type: none"> <li>• brief address &amp; date</li> <li>• a formal mode of address if required e.g. <i>Dear Sir/ Madam</i> or a named recipient</li> <li>• an appropriate mode of signing off: <i>Yours sincerely/faithfully</i></li> <li>• effective paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>• title</li> <li>• possibly a strapline</li> <li>• an introductory paragraph</li> <li>• effective paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>• title</li> <li>• possibly sub-headings</li> <li>• effective paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>• a clear address to the audience</li> <li>• rhetorical indicators that an audience is being addressed throughout e.g. <i>As I am sure you would agree</i></li> <li>• a clear sign off e.g. <i>Thank you for listening</i></li> <li>• effective paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>• an effective introduction</li> <li>• a satisfying conclusion</li> <li>• effective paragraphing</li> </ul>

## Are there any aspects of layout I should avoid?



Do **not** do any of the following things!

- write in newspaper style columns
- do fancy fonts for your title
- draw boxes or borders around things
- draw pictures / diagrams
- change your handwriting to show different sections

## How is my piece marked?

### AO5 Content and Organisation

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

### AO6 Technical Accuracy

Candidates must use a range of **vocabulary** and **sentence structures** for clarity, purpose and effect, with accurate **spelling** and **punctuation**.

/24

+

/16

= mark out of 40

## What will the question look like?

There will be only one question. No choices.

It will directly relate to the topic of the texts which have come before in Section A: Reading.

The questions should have the following parts:

- a provocative or controversial statement that prompts students to write a response offering their own attitude/viewpoint
- a statement at the start of the question setting out a clear audience, purpose and form.

*"Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time."*

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.



Sentence Variety Ideas:  
12 Different Ways of Saying

# Exams are a Bad Idea



## • ADJECTIVES AT THE START:

**Exhausting and stressful**, exams are a bad idea.

**Unreliable and inconsistent**, exams are a bad idea.

**Unshakeable in my convictions**, I feel that exams are a bad idea.

## • ADVERBS AT THE START:

**Clearly**, exams are a bad idea.

**Self evidently**, exams are a bad idea.

## • -ING VERB AT THE START:

**Considering the time they take up**, exams are a bad idea.

**Thinking about the ways in which they stress teenagers**, exams are a bad idea.

## • ABSOLUTE PHRASE:

**The alternatives being more effective**, exams are a bad idea.

**The attempts to make them fun and entertaining largely failing**, exams are a bad idea.

## • NON SENTENCES:

Exams? Stress, strife and strain. A bad idea, surely.

## • DELAYING THE MAIN CLAUSE (MAIN PART OF THE SENTENCE):

**Considering the way they tie teaching to test skills, thinking of the impact upon innocent teenagers' lives, contemplating the more productive alternatives**, exams are a bad idea.

**When cost to teenagers has been calculated, when the impact upon teaching has been evaluated and when the cost in pencils has been evaluated**, exams are a bad idea.

## DASH AND REPETITION:

Exams are a bad idea—a idea which is flawed no matter how you look at it.  
Exams are a bad idea—an idea we should confine to the dustbin of educational history.

## THREE PART SEMI-COLON SENTENCE:

Putting pressure on young lives is a bad idea; making the whole of education revolve around single tests is a bad idea; exams themselves are a bad idea.

## DOUBLE DASH / DOUBLE COMMA:

Exams—no matter how you look at them—are a bad idea.  
Exams—teenagers would argue—are a bad idea.

## PARALLEL STRUCTURES AND OPPOSITES:

Too brief to really show off our talents, too narrow to allow creativity, too stressful to allow enjoyment, exams are a bad idea.  
So brief, so narrow, so stressful, exams are a bad idea.

Creative portfolios are a way to engage students; exams are a bad idea.

## RHETORICAL QUESTIONS ANSWERED:

What do students think of assessment? How do the young people concerned respond to the tests they must sit? For them, exams are a bad idea.

## THE DRAMATICALLY SHORT SENTENCE FOR EFFECT:

Candidates prepare themselves for the inevitable instruction to “Begin”, anxiously glancing at the clock which ticks its way inscrutably through the seconds, minutes and hours which make up this evaluation of their young lives as students struggle to remember all that must be remembered whilst, instead, thinking only of their hatred of the cruel system. Exams are a bad idea.

Sentence Variety Ideas:  
4 Different Ways of

# linking & connecting

• WAYS OF BASICALLY SAYING "AND ALSO..."

Moreover,...

What is more,...

At the same time,...

Furthermore,...

Equally,...

Similarly,...

Additionally,...

Likewise,...

• WAYS OF BASICALLY SAYING "BUT..." OR "ON THE OTHER HAND..."

Yet,...

Nonetheless,

However,...

Contrastingly,...

Nevertheless,...

In any event,...

• WAYS OF BASICALLY SAYING "THEREFORE..."

Thus,...

Hence,...

And thus,...

Accordingly,...

Consequently,...

Because of this,...

• WAYS OF BASICALLY SAYING "LATER..."

Subsequently,...

Following this,...

And so, as time passed,...

Before long,...

By and by,...

**Remember:** linking words do not actually *need* to go at the start of the sentence:

*so*

Moreover, it is important to remember that your style is important.

Consequently, proper revision and thorough preparation is essential.

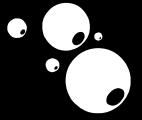
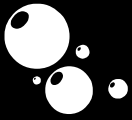
Nevertheless, you must take time off to have fun.

*could be*

It is, moreover, important to remember that your style is important. Proper revision and thorough preparation is consequently essential. You must, nevertheless, take time off to have fun.

The importance of

# Vocabulary

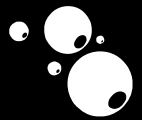
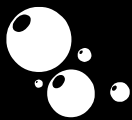


terrible      poorly judged      out-dated      inadvisable      unprofitable      deleterious      misconceived  
 nonsensical      maddening      **Exams are bad. . .**      superficial      unsatisfactory  
 injurious      misguided      ineffective      parlous      poo      detrimental      short-sighted

There are **lots** of ways of saying similar things. Don't always go for the obvious, inexact choice.

Thinking about

# Persuasive Devices



Don't over-use these or turn a persuasive piece into a list of devices. However, if used carefully they can add to the variety of a piece of writing.

<p><b>Rhetorical questions:</b> Who can question the stress caused by exams?</p>	<p><b>Emotive language:</b> School should treasure the innocence and enthusiasm of the new lives in its care.</p>
<p><b>Repetition:</b> It is vital, yes vital, that we reconsider the alternatives.</p>	<p><b>Lists of three/tripling:</b> Enjoyment, confidence and independence: these should be the goals of education.</p>
<p><b>Counter argument:</b> Some might argue that exams are fun and enjoyable for students. However,...</p>	<p><b>Experts:</b> Recent studies have suggested that students prefer coursework they can develop independently.</p>
<p><b>Personal anecdotes:</b> I know myself the benefits gained from independent work—coming to my own conclusions about my own ideas.</p>	<p><b>Irony:</b> Some students might argue that exams offer an enjoyable break from the normal routine of lessons. Or maybe not.</p>

# POSITIVE

considerate	thoughtful	beneficial	benevolent	profitable	forward thinking	inventive	perceptive
insightful	ingenious	constructive	advantageous	invaluable	respectful	resourceful	astute
discerning	enterprising	prudent	fruitful	positive	incisive	bold	imaginative
dynamic	progressive	diplomatic	responsive	wise	shrewd	enlightened	courageous
original	thoughtful	informed	sensitive	judicious	balanced	responsible	perspicacious

# NEGATIVE

ill-advised	poorly-judged	inept	futile	ruinous	appalling	deficient	damaging
misguided	unacceptable	fallacious	disastrous	calamitous	disadvantageous	illogical	deleterious
unwise	unproductive	imprudent	execrable	ill-advised	harmful	wrong-headed	injurious
detrimental	dire	impractical	doomed	ill-considered	parlous	flawed	inferior
dreadful	inconsiderate	confused	meretricious	ineffectual	depressing	atrocious	disagreeable

**Copy each of the numbered subheadings below and create lists of mature word choices**

1. Words which would indicate that you think that an idea is clever:

2. Words which would indicate that you think that an idea is kind and thoughtful:

3. Words which would indicate that you think that an idea will lead to good things in the future:

4. Words which would indicate that you think that an idea hasn't been thought through properly:

5. Words which would indicate that you think that an idea is likely to end badly:

6. Words which would could be used to describe damaging outcomes:





# OPENINGS: PAPER 2

“Secondary education should be evenly split between physical skills and mental skills. At the moment, it is far too biased towards the mental.”

Write an article for a broadsheet newspaper where you present your own views on this point of view.

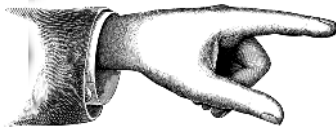
Series of questions.




Questions followed by answers.




Personal anecdote / description.




Asking your reader to imagine something.




Offer the counter argument then dismantle it.



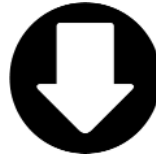

Second person appeal to your reader, establishing a trusting relationship.




# ENGLISH LANGUAGE PAPER 2: WRITING TO PRESENT A POINT OF VIEW

## INTRODUCTION

Question? Answer. Question? Answer. Develop.	Extremely short sentence. Develop.	Ask your reader to <i>imagine</i> something. Description followed by explanation.	Ask your reader to <i>consider</i> something. Explanation of issue / problem.
Short anecdote which you feel captures the issue.	Direct appeal to the reader, attempting to establish a relationship of trust.	Present the opposite opinion then indicate that you will dismantle it in your piece.	Ask a question you promise to answer at the end.



## CLAIMS

Fundamentally,...	Clearly,...	In my view,...	It is my considered opinion that...
Most of us would accept, I am sure, that...	My personal conviction on the question of ... is...	My approach to the issue is essentially a practical one: ....	My approach to this issue is essentially a moral one: ...
Although I can see that the issue is a complex one, I would argue that...	Moreover, ... Furthermore, ...	Self-evidently, in my view, ...	What is more, ... We should also remember that...



## OFFERING EVIDENCE

I feel it is relatively easy to find evidence for my claims. For example, ...	All of us have, I am sure, experienced...	For instance, ... Equally, ...	I feel the truth of my position is amply demonstrated by...
Evidence for my view can be found / seen when...	In practical terms, we have only to look to... for evidence of the truth of my claim.	Each of us can, I am sure, recall instances when...	The situation is particularly observable when we look to cases of...
Evidence for this can be seen when...	Particularly egregious (bad) / positive examples can be seen when...	A conspicuous examples to prove my point can be seen in...	A friend of mine... (only if you are really desperate!)

# REBUTTALS OF OPPOSING VIEWS

Some might <b>respond to</b> such opinions by arguing.... However,...	Some might <b>refute</b> such opinions by arguing.... Nevertheless,...	Some might <b>repudiate</b> such opinions by arguing.... Nonetheless,...	Some might <b>attempt to confute</b> such opinions by arguing.... In response, I would ...
Some might <b>attempt to undermine</b> such opinions by arguing.... However,...	"Wait a moment," some might say. "What about...?"	A potential counter-argument to mine is... However, this is based upon the assumption that...	Those who reject my reasoning might respond by asking...
However, I would fiercely defend the idea that...	Nevertheless, for me the truth is clear:...	Nonetheless, I would point out that...	My defence would be simple: ...



# CONCLUSION

Ultimately, I suppose we all must admit that..	To conclude, I think it is important for us to recognise that...	Question? Answer.	After reflection, I feel we all must concede that...
How, then, should we proceed on this topic? I would contend that...	Is there, ultimately, a solution amenable to all? I would propose that...	I end with a call to action: all of us should...	At the start of this piece I asked you/ told you of...
Let us now forget what lies at the core of this debate...	Let me end with a prediction...	I feel I should end with something of a warning...	Let me end with a final thought / question for you to ponder...

principled    honourable    praiseworthy    inventive    well-judged    incisive

conscientious    **moral**    decorous    recondite    perspicacious    enlightened

disinterested    ethical    just    shrewd    creative    thoughtful

equitable    even-handed    **good**    considered    **intelligent**

laudable    conscionable    astute    discerning

high-minded    benign    fruitful    opportune    insightful    perceptive

profitable    constructive    benevolent    curative    clear-sighted    ingenious

helpful    **beneficial**    productive    informed    judicious    wise

advantageous    gainful    propitious    effective    sensible    prudent

noxious    foul    grim    odious    erroneous    spurious

abhorrent    **awful**    contemptible    egregious    misinformed    hasty

base    reprehensible    repugnant    nefarious    misguided    rash

execrable    noisome    **bad**    senseless    **foolish/ wrong**

corrosive    unwholesome    illogical    groundless

injurious    detrimental    harmful    confused    delusory    fictitious

ruinous    prejudicial    adverse    bogus    mistaken    unsupported

deleterious    **damaging**    pernicious    hollow    baseless    implausible

inimical    baleful    toxic    unsound    specious

# PHRASE-MAKER

## Negative phrases:

appalling  
terrible  
damaging  
severe  
harmful  
irresponsible  
senseless  
nonsensical  
awful  
dangerous  
illogical

detrimental  
harsh  
criminal  
rash  
ill-advised  
terrible  
dreadful  
inexcusable  
destructive  
injurious  
atrocious

decision  
conclusion to reach  
position to take  
notion  
idea  
opinion to pursue  
assumption to make  
belief to hold  
impression to have  
attitude to take  
conviction to hold

\_\_\_\_\_ly

\_\_\_\_\_

\_\_\_\_\_

eg damagingly  
damagingly

senseless  
destructive

attitude to take  
attitude to take

✓  
✗

## Positive phrases:

brilliant  
wonderful  
intelligent  
thoughtful  
considerate  
perceptive  
insightful  
sympathetic  
sensitive  
discerning  
astute

shrewdly  
beneficial  
blameless  
helpful  
supportive  
accommodating  
constructive  
encouraging  
reassuring  
inspiring  
creative

decision  
conclusion to reach  
way forward  
aim  
idea  
opinion to pursue  
outcome  
belief to hold  
impression to have  
goal to which to aspire  
conviction to hold

# Year 10: Punctuation for Nonfiction Writing

You need a “range of punctuation” to get more than half marks for punctuation.

They presume you will use full stops and capital letters.

## Colons :

Used to introduce reasons , explanations and examples.

Eg There are two main reasons why sport helps people: it improves health and it offers social engagement.

There is one main explanation for the rise in obesity: people are too busy to cook healthy meals.

Exercise:

1. There are two reasons why we should all make the move from petrol to electric

cars:

2. GCSEs have one vitally important function:

Miss the full stop, miss the marks! ↷

## Dashes —

Used for dramatic pauses.

Eg It is vital that we try to save the planet—vital that we look for ways to save our future world.

We must reduce pollution — or we will face the terrible consequences.

Exercise:

Write a sentence about food which includes a dash and the words **crucial** and **healthy**:


**Advanced:** double dash used like dramatic brackets.

Sport—in all its many forms—is a great way to maintain fitness.

Pollution—as I am sure you would agree — is a danger to our planet.

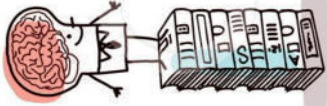
Exercise:

GCSEs — as I am sure you would agree — are

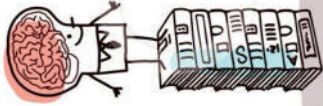

<b>abhorrence</b> hatred of	<b>belligerence</b> aggressiveness	<b>compulsion</b> desire, feeling of being forced	<b>dependency</b> needing something desperately, unable to live without it	<b>disposition</b> personal tendency, personal state of mind/attitude
<b>absurdity</b> stupidness	<b>capacity</b> ability to do / contain something	<b>conformity</b> fitting in, obedience to society	<b>diffidence</b> shyness, being restrained, lacking confidence	<b>duplicity</b> deceitfulness, lying, two-faced-ness
<b>accomplishment</b> achievement	<b>civility</b> politeness	<b>conscientiousness</b> caring-ness, careful, principled-ness	<b>diligence</b> carefulness, hard- working-ness	<b>eloquence</b> ability to communicate clearly & powerfully
<b>advantage</b> benefit, gain superiority	<b>coercion</b> use of power to intimidate or force	<b>contempt</b> hatred of, looking down upon	<b>disarray</b> mess, confusion	<b>emancipation</b> making free, getting rid of restraints
<b>adversity</b> difficulty, unfortunate situation	<b>collaboration</b> working with	<b>delusion</b> fantasy, false belief	<b>discernment</b> insightfulness, strong judgement, perceptiveness	<b>euphoria</b> feelings of total joy & confidence
<b>allegiance</b> loyalty to	<b>competence</b> basic skilfulness	<b>dependability</b> worth depending upon, reliable	<b>discretion</b> individual power/freedom of choice; carefulness	<b>exigencies</b> the difficulties and needs of a specific situation

<b>falsity</b> falseness, untruth	<b>hesitation</b> act of hesitation	<b>justice</b> fairness, moral rightness	<b>redemption</b> making good on your mistakes, making up for things	<b>versatility</b> capable of being used in different ways, flexible
<b>fiasco</b> disaster, mess-up	<b>humility</b> modesty, humble- ness	<b>maturity</b> state of being mature, adult, fully developed	<b>restoration</b> restoring/bringing back of something	<b>vicissitudes</b> changes, variations over time, ups and downs
<b>fidelity</b> loyalty, accuracy, faithfulness	<b>idiosyncrasy</b> what makes something an individual, peculiarities	<b>mendacity</b> untruthfulness, lying, falseness	<b>sentiment</b> attitude towards something, emotions	<b>virulence</b> aggressiveness
<b>frailty</b> frail-ness, moral weakness	<b>inadequacy</b> inadequate-ness, defectiveness	<b>opportunism</b> taking advantage of situations regardless of the morality	<b>speculation</b> thoughtful consideration, guesswork rather than certainty	<b>veracity</b> truthfulness, accuracy
<b>fulfilment</b> feelings of completeness, fully carried out	<b>incongruity</b> out of place-ness, not fitting in-ness	<b>perseverance</b> keeping trying, not giving up	<b>ultimatum</b> final demand, last warning	<b>volatility</b> changeable-ness, tendency to explosiveness
<b>hearsay</b> unofficial information, gossip	<b>invective</b> aggressive criticism or accusation	<b>prudence</b> carefulness, not taking risks, sensible-ness	<b>unpredictability</b> not able to be predicted-ness	<b>zeal</b> extreme enthusiasm

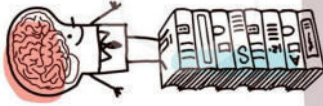




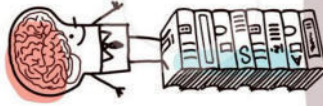
**Suffice it  
to say,...**



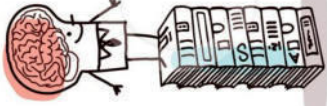
**How then are we  
to proceed?  
Well, I would  
propose...**



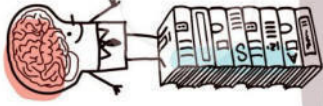
**In point  
of fact,...**



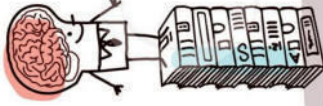
**Let there be no  
ambivalence: in  
my honest  
opinion, ...**



**As you will no  
doubt  
acknowledge,**



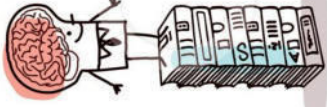
**Sympathetic  
though I am to  
such ideas, I  
must confess...**



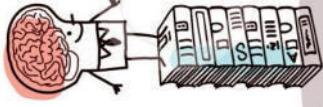
**I remain  
unconvinced.  
Indeed, I would  
contend that...**



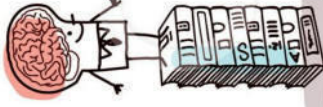
**I find this line of  
argument  
baffling. For me,  
the solution is...**



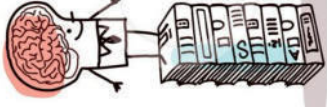
**Equally  
significant is  
the issue of**



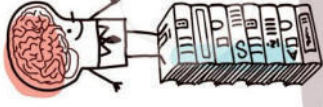
**Faced with such  
compelling evidence  
to the contrary, does  
it seem prudent to  
suggest that...**



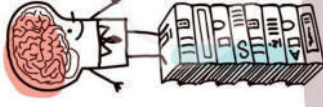
**I find this  
frankly dubious.  
In fact, I would  
argue that...**



**Besides such  
principle  
concerns is the  
thorny issue of...**



**In truth,...**



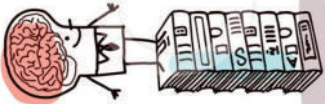
**A more compelling  
position to take, in  
my view, would  
be...**



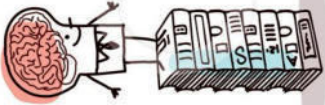
**Undeniably**



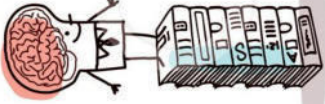
**Surely**



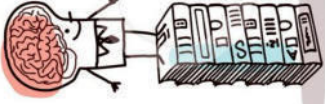
Without  
question,



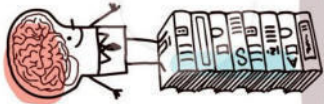
Unequivocally,  
I would  
contend that...



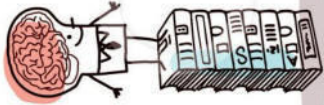
Some might  
mistakenly presume  
that... However, I  
would respond  
that...



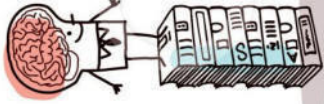
Presumably, some  
might fall into the  
trap of asserting  
that...; nevertheless,  
I would argue that...



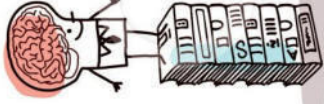
After any  
reflection upon  
the subject, who  
can deny that...



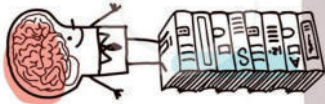
To assert ... could  
lead to undesirable  
and perhaps even  
deleterious  
consequences. For  
instance, ...



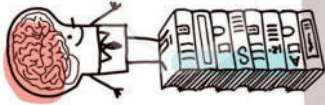
It would be  
imprudent to  
deny the  
reality that...



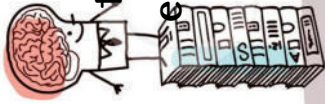
We should not  
put misplaced  
confidence in  
the idea that...



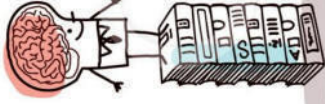
Let us not deceive  
ourselves: to say  
that ... is simply  
misguided.



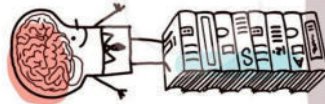
We should not  
be duped into  
believing  
that...



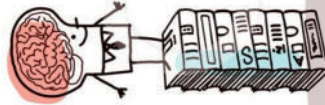
It seems to me that  
there is no conclusive  
evidence that... Indeed,  
on the contrary, I  
would argue that...



Incontrovertibly,



In my  
estimation, it  
seems clear  
that



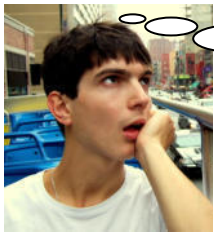
Wait. Can we  
really be  
suggesting  
that...



I can say,  
without  
prejudice,  
that...



[make a statement  
then say]  
Need I say  
more?



**BUT I DON'T KNOW WHAT TO WRITE ABOUT...**

Tough. Teachers cannot give you ideas about your life opinion in the exam.

**A**rgument **A**necdote/Examples **A**ttack

**a** *“Far more should be done to help the environment. Action is needed now.”*

Write an **article** for your **school newspaper** which **persuades** students of your point of view on this statement.


**b** *“The modern generation is more self-obsessed than those which have come before.”*

Write a **letter** to a **national newspaper** where you **explain** your point of view on this **statement**.


**c** *“School uniform is a pointless and ridiculously old-fashioned notion.”*

Write a **letter** to the Chair of Governors of your school **arguing either** for **or** against compulsory school uniform within your school.


**d** *“Life now is easier for young people than is has ever been.”*

Write a **speech** to be delivered to **parents** which **argues** your own point of view towards this **statement**.


**e** *“Some people make a lot of fuss about appearance. It is what’s inside a person which matters.”*

Write an **article** for a **national newspaper** which explains your response to this statement.


**f** *“Students often find beginning GCSE daunting, with its pressures to achieve.”*

Write the **text** for a **leaflet advising Year 9s** how to approach their GCSE years in response to this statement.


# EMBEDDED RELATIVE CLAUSES

- come after nouns
- add extra information
- have commas on either end to bracket them off in the middle of sentences
- usually begin with *who*, *which*, *whose*, *that*

We use *who* / *whom* & *whose* for people, and *which* for things.

We use *that* for people or things.

## EXAMPLES

The church, which was silhouetted against an angry grey sky, towered over me.

The tree moved in the wind, which had picked up since I had left the house, and made a strange rustling sound.

The figure—which had hardly moved since I entered the darkened room—suddenly disappeared.

I walked down to the beach, that seemed empty of anyone else, and began to walk to the water's edge.

I noticed the a waiting by the doorway, whom I had seen earlier in the churchyard, and began to feel anxious.

## THE FOLLOWING EXAMPLE USES A RELATIVE CLAUSE BUT IT IS AT THE END, NOT EMBEDDED:

I made my way towards the town and reached the inn which I had spotted the day before.

## 1. USE THEM: EMBED RELATIVE CLAUSES IN EACH OF THESE SENTENCES.

1. The beach was beautiful.
2. I walked towards the old mansion and took a deep breath before knocking on the door.
3. The sea was dotted with small boats while gulls hovered over the waves.
4. The snow covered the town.
5. The girl smiled at me.
6. The ocean lapped lazily against the sand.
7. Frost had turned the grass white and the trees silver.
8. The forest lay silent in beneath the moon.



**FAIL**

Don't just try to be funny: you won't learn anything...

## 2. USE THEM: CREATE SENTENCES WHICH HAVE THESE EMBEDDED SENTENCES WITHIN THEM.

1. whose eyes caught mine
2. which glistened in the sun
3. which seemed diaphanous
4. who paused momentarily
5. that seemed to shake gently in the wind
6. which left me feeling empty and alone.
7. which upon closer inspection seemed less spacious than I had first imagined
8. which is controversial to most people



# APPOSITIONAL CLAUSES

- re-name a noun in a different way immediately after it has been used
- are interchangeable with the noun/noun phrase (ie not just a few adjectives)
- are separated by commas
- are excellent ways of adding extra information (used in journalism a lot)

## EXAMPLES

John, my youngest brother, is great at football.

My youngest brother, John, is great at football.

The President, Abraham Lincoln, was keen to abolish slavery.

Abraham Lincoln, the President, was keen to abolish slavery.

The team captain, Holly Wilson, accepted the championship trophy on behalf of the squad.

Holly Wilson, the team captain, accepted the championship trophy on behalf of the squad.

The silent lake, a place of tranquil beauty, lay before me like a strange dream.

A place of tranquil beauty, the silent lake, lay before me like a strange dream.

## USE THEM: CREATE SENTENCES AROUND EACH APPositionAL CLAUSE BELOW.

eg **the worst place in the world**

He entered the war zone, the worst place in the world, for the first time.

He entered the worst place in the world, the war zone, for the first time.



You check whether it's right by swapping them around: they sentence should still work.

1. our current Prime Minister
2. the most important person in the school
3. an ugly old hag
4. an idea which many find controversial
5. something which we should all take seriously
6. my favoured solution to global warming
7. someone we should be wary of
8. a magical place



## USE THEM: ADD APPositionAL CLAUSES AFTER A NOUN/NOUN PHRASE IN EACH OF THESE SENTENCES.

1. The old town was empty. (tip: *a place of...*)
2. Regular exercise is good for you. (tip: *something which...*)
3. The figure was silhouetted against the moon.
4. Computers can hinder our lives as well as help.
5. The war changed the country for ever.
6. She was pleased with her car.
7. The boy ran into the ocean.
8. The forest seemed to sway gently in the autumnal air.



# OTHER USEFUL CLAUSES

## "WHETHER OR NOT" CLAUSES

- come after nouns / noun phrases (or at the end of sentences)
- can show you recognise possible disagreement in Paper 2 writing pieces
- are separated by commas / dashes

### EXAMPLES

Global warming, **whether or not you personally accept it**, is an important political topic.

Examinations, **whether or not you succeed in them**, will determine much of your future life.

Swindon, **whether or not you take pleasure in visiting it**, is a nearby city.

Swindon is a nearby city, **whether or not you take pleasure in visiting it**.

### SIMILAR VARIATIONS:

Global warming, **while hotly contested by some**, is an important political topic.

Examinations, **although many fail to succeed in them**, will determine much of your future life.

Swindon, **while not popular with some**, is a nearby city.

### USE THEM: ADD A "WHETHER OR NOT" CLAUSE TO EACH SENTENCE.

1. Homework is seen as important by teachers.
2. Healthy eating makes a difference to fitness.
3. Public transport is vital to many people.
4. Smoking costs the NHS millions each year.
5. Pollution causes many health issues in cities.
6. Fox hunting is loved by many in the countryside.
7. The internet has changed British life drastically.
8. Marriage is an important cultural institution.



## "SUCH AS" CLAUSES

- come after nouns / noun phrases (or at the end of sentences)
- add examples, extra information or explanations
- are separated by commas / dashes

### EXAMPLES

Healthy food, **such as fresh fruit and vegetables**, can make a significant difference to health.

Pollution, **such as from traffic and industry**, causes respiratory conditions in many children.

Examinations, **such as GCSEs and A Levels**, cause untold stress amongst teenagers.

### SIMILAR VARIATIONS:

Healthy food, **for instance fresh fruit and vegetables**, can make a significant difference to health.

Pollution, **for example from traffic and industry**, causes respiratory conditions in many children.

### USE THEM: ADD A "SUCH AS" CLAUSE TO EACH SENTENCE.

1. Politicians can become unpopular.
2. Reality TV stars can become genuine celebrities.
3. Teenage anxieties can lead young people into depression.
4. Weather conditions regularly affect travel times.
5. Social media can take over lives.
6. People in this class can occasionally be annoying.

## English Language Paper 2: Non fiction writing, presenting a point of view.

### Section B: Writing

**EXAMS  
EXAMPLE**

You are advised to spend about 45 minutes on this section.

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

0	5
---	---

“Examinations are stressful and unpleasant—but they are probably the best way of testing young people for the adult world.”

Write a newspaper article for a broadsheet newspaper where you present your views on this subject.

(24 marks for content and organisation  
16 marks for technical accuracy)

**[24 marks]**

## English Language Paper 2: Non fiction writing, presenting a point of view.

### Section B: Writing

**SPORT  
EXAMPLE**

You are advised to spend about 45 minutes on this section.

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

0	5
---	---

“Sport is fun but it is basically a luxury.”

Write a newspaper article for a broadsheet newspaper where you argue either for or against this view.

(24 marks for content and organisation  
16 marks for technical accuracy)

**[24 marks]**

## English Language Paper 2: Non fiction writing, presenting a point of view.

### Section B: Writing

**PLANET  
EXAMPLE**

You are advised to spend about 45 minutes on this section.

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

0	5
---	---

“It is not just the government’s but everybody’s responsibility to conserve our natural resources and help save our planet..”

Write a speech for a national radio broadcast where you respond to this point of view.

(24 marks for content and organisation  
16 marks for technical accuracy)

**[24 marks]**